

A Critical Review of Qualitative Research Methods in Evaluating Nursing Curriculum Models: Implication for Nursing Education in the Arab World

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Abstract

Aim: The purpose of this critical literature review was to examine qualitative studies done on innovative nursing curriculums in order to determine which qualitative methods have been most effective in investigating the effectiveness of the curriculum and which would be most appropriate in an Arab Islamic country. **Data Sources:** At least 25 studies from major countries in the world were evaluated. To select the required studies, an exhaustive search was conducted in MEDLINE, CINAHL, Academic Search Premier, ERIC, ProQuest, Education Research Complete and Professional Development Collection. **Review Methods:** The articles were critically reviewed based on the research methodology selected, the theoretical frameworks that support the methodology and the data collection methods used to collect data. **Discussions:** Among the research methodologies examined, phenomenology in its descriptive form has been extensively used. The second most common design seen was grounded theory and this was appropriate as the phenomenon of innovative nursing curriculum in the Arab region being in its infancy, nurse researchers were interested in generating theory related to the phenomenon of interest. Of the research methodologies scrutinized, semi-structured interviews and focus group interviews, emerged as the most commonly used data collection tool. **Conclusion:** Qualitative research studies have contributed to a great extend to our understanding of innovative nursing curriculum designs. However there is an acute paucity of nursing education and nursing curriculum studies from the Arab world which need to be addressed soon.

Keywords: Nursing Education, Nursing curriculum, Qualitative research, Qualitative research design and methodology

1. Introduction

The nursing curriculum today has undergone tremendous changes from its humble beginnings in 1850 when the first nursing schools opened in the UK. Giddens and Brady (2007) report on this evolution of nursing curriculum and cite contributing factors like the shift from an industrial age to an information age and global changes in the health care delivery system. By the late 1940s, Tyler's curriculum model, which focused on prescribed curriculum development products such as measurable objectives (NLN, 2003), was the framework that nurses used in their educational process. This framework, which at first was thought to be effective in lending structure and shape to the body of knowledge that was nursing, later proved to be a means for content saturation (Giddens & Brady, 2007). By 2001, NLN recognized the limitations and in their position statement (National League for Nursing, 2003, p.2) "challenged faculty to think in new ways, integrate research findings into their approaches to teaching and evaluating students, and consider different curriculum models". Responding to these and other factors such as globalization, global nursing shortage, technological revolution and the changing health care environment, nurse educators have begun to develop innovative, interactive and student centered curriculum designs (Candela & Benzel-Lindley 2006; Diekelmann 2005; Ironside 2005; Stanley & Dougherty 2010).

The purpose of this paper is to critically review qualitative studies use in innovative nursing curriculum research in order to determine which studies have been most effective in investigating the effectiveness of the curriculum and which would be most appropriate in an Arab Islamic country. Twenty seven studies from major countries in the world have been evaluated. The articles have been critiqued based on the research design selected, the research methodology adopted and the data collection methods used to collect data. To select the required studies, an exhaustive search was conducted in MEDLINE, CINAHL, Academic Search Premier, ERIC, Proquest, Education Research Complete and Professional Development Collection. Out of the twenty seven studies selected, the majority of the studies (10) was conducted in the United States, seven studies emerged from UK, two each originated from Canada, Israel and Ireland, and one each was identified from China, Sweden, South Africa and Jordan. The majority of the articles focused on an organizational approach, such as the article titled – "Curriculum infusion to promote nursing student wellbeing" by Yearwood and Riley (2010), while a select few approached the issue from a cultural perspective, for example, teaching reflection to nursing students (O'Conner & Hyde, 2005).

2. An Overview of Qualitative Research in Nursing Curriculum

According to Glesne (2006, p. 4), "qualitative research methods are used to understand phenomena from the

perspectives of those involved, to contextualize issues in their particular socio-cultural-political milieu, and sometimes to transform or change social conditions". This is particularly relevant for new curriculum models in the nursing profession which seek to address changing societal health care needs while meeting stakeholders' expectations and ensuring rigorous standards. According to Maxwell in 1998 (cited in Best & Kahn, 2003), there are five components to a qualitative research and since it is beyond the scope of this paper to satisfactorily critique all five components, it has been decided to critically scrutinize the research designs and methodologies alone. In accordance with the National League for nursing (2001), a plethora of qualitative researches in innovative nursing curriculum started to originate as is evident in the table below which lists select major studies chronologically.

2.1 Qualitative Research Designs

Research designs are an integral part of the study process and as such there must be a good fit between the problem to be studied and the overall framework. In thirteen of the studies listed above in Table 1, the authors have failed to explicitly state what the nature of the design is; simply stating that it is qualitative-descriptive or exploratory. Sandelowski (2000, p.1) argues that a "qualitative descriptive design is the method of choice when straight descriptions of phenomenon are desired". He explains that many phenomenological, narrative and ethnographic studies are actually qualitative descriptive studies with narrative, phenomenological and ethnographical overtones. It is not clear whether this was the reason for the authors reporting the research design as such or whether innovative curriculum models being a mostly unchartered territory, the authors weren't adequately educated or trained in the theoretical frameworks they were using. Examination of the articles revealed that the purpose in most of the studies was to find out the experiences of the students and faculty involved in the innovative model as shown in the study done by Grealish and Ranse (2009) titled, "An exploratory study of first year student's learning in the clinical workplace", and hence these have been critiqued as phenomenological or quasi-phenomenological studies.

2.1.1 Phenomenology

It is evident from Table 1 that the majority of the authors have employed the phenomenological research tradition in formulating their study. Descriptive phenomenology is the appropriate design of the study if there is very little or nonexistent available literature on the phenomenon of interest. This holds true in nursing where innovative curriculum models have only just started to develop in the last ten years and is evidently the reason for 14 studies out of the 27 listed, appropriating exploratory or descriptive phenomenology as a research design in their study.

Polit and Beck (2006) report that descriptive phenomenological studies often include four steps: bracketing (whereby the investigator prevents personal beliefs and opinions from contaminating data), intuiting (in which the researcher opens up to new meanings), analyzing (through which new themes are identified) and describing (when the author understands and attempts to define the phenomenon). In all of the 14 studies examined, only Nickerson and Resick (2010) mention bracketing being taken into consideration in planning the study while Child and Langford (2011) and Ritchie et al. (2010) report on an independent interviewer and research assistants conducting the respective interviews in their studies. Intuitiveness is not explicitly stated in any of the articles but it can be implied from the researchers' sincere aim in incorporating new models and using a qualitative approach to determining its success. All of the studies discuss in detail the issues that have been identified as a result of the study (e.g., Child & Langford, 2011; Shapira-Lishchinsky 2010), the themes that data analysis had provided (Adams 2009; Ekebergh 2009; Grealish & Ranse 2009; Neuman et al. 2009; Rictie et al. 2010; Shudifat et al. 2009 and Yearwood & Riley 2010) and the implication for nursing education (Morris & Turnbull 2003; Nickerson & Resick, 2010), to mention a few, in attestation of the analysis and describing that have occurred in these descriptive phenomenological studies.

Deikelmann (2001), Idczak (2007), Ironside (2003, 2005) and Xiao (2006) have all used interpretive phenomenology and hermeneutics as their research design to search out secret meaning and establish new relationships among the phenomenon of interest. Speziale and Carpenter (2007, p. 89) affirm that "the hermeneutic cycle proceeds from a naive understanding to explicit understanding that emerges from repeated data interpretation". This is evident from Diekelmann's article which reports that the author spent 12 years in completing the study and Ironside' article, the reference section of which reveals extensive publication by the author on the same subject from 2001 to 2006. Xiao acknowledges in her article that bracketing was not possible in her study as her prejudice as a nurse educator was a major factor in understanding the hermeneutic cycle in her research, in accordance with Polit and Beck (2006) who agree that bracketing does not occur in interpretive phenomenological research. It is worth noting here that both Diekelmann and Ironside have depended extensively on Heideggerian hermeneutics for their studies on narrative pedagogy while Xiao has based her "challenges in continuing nursing education" (p. 217) study on Gadamer's hermeneutics. Their selective choice is appropriate as Heidegger believed in contextual understanding while Gadamer elaborated on bridging the familiar with the unfamiliar (Speziale & Carpenter, 2007).

2.1.2 Grounded Theory

In grounded theory, there is collecting, coding and analysis of data from the beginning itself (Speziale & Carpenter, 2007) and this can be observed in the study conducted by Higginson (2006) where he mentions that interview data was transcribed verbatim soon after completion of the interview and coding begun. O' Connor and Hyde (2005) also mention that in their analysis of data, codes were formed and constant comparative analysis was done. But unlike Higginson who came up with concepts and categories relating to the problem being studied at the end of his study, O' Connor and Hyde reveal findings related to factors influencing the problem in direct contract to the goal of the study and the purpose of grounded theory design (p.295).

2.1.3 Critical-Feminist Theory

Polit and Beck (2006, p. 224) believe that "critical researchers often triangulate multiple methodologies and emphasize multiple perspectives on problem". This though is not evident from Mikol's (2004) study titled, "Teaching Nursing without Lecturing" where critical-feminist interpretation was reported as the research design but auto-ethnography was the only research methodology used. Mikol sought this design to protest against propagators of the lecturing style of teaching who lamented that though not optimal, the style was used in compromise to the human resource and infrastructure shortage often experienced in schools of nursing. Mikol illustrated through her own experiences that one did not have to lecture to impart knowledge regarding a subject, drawing on Polit and Beck's (2006) argument that critical researchers often critique "taken-for-granted" assumptions during the course of their research.

2.1.4 Case Study

Stakes (1995, p.1) introduces the case study research design by quoting that "for the most part, cases of interest in education and social service are people and programs." Lincoln and Guba (1990) reason that the case study research design is still relatively in its infancy and this factor could have accounted for the fact that only two studies of the twenty seven selected have used this research design to study the research problem at hand. Klein and Riordan (2011) have discussed the case of experiential learning as professional development in select schools in New York and Holley and Taylor (2008) have expressed interest in the case of student socialization in an online curriculum model at a research university in southeastern United States. Lincoln and Guba (1990) list four criteria for judging the quality of case study reports –resonance, empowerment, rhetoric and applicability. They argue that the resonance criteria can be satisfied by considering the principle investigator's personal experience in the fieldwork and amount of conscious reflexivity generated.

In the case of experiential learning, the author has satisfactorily accomplished this in his reflection of how students probably experienced the unique learning phenomenon but this is not clear in the case of online student socialization. The rhetoric criterion is an attempt to analyze the simplicity and clarity of the case study report and this criterion is satisfied by both authors reporting in detail the location, participants and context of the case study. The third criterion, empowerment, seeks to assess "the ability of the case study to evoke and facilitate action on the part of the readers" (p.211) and this is evident from both studies where the authors have passionately discussed the need for more experiential learning and more socialization in the wake of current poor socialization findings. The last criterion i.e., applicability is explained by Lincoln and Guba (1990) as the ability to transfer results to the reader's context and this is also self-evident in the cases under study where both topics are current and important to innovative curriculum design.

2.2 Research Methodology

According to Polit and Beck (2006, p. 288), "the phenomenon in which researchers are interested in, must be translated into concepts, that can be measured, observed or recorded" and for this to occur, valid and reliable methods need to be selected or developed for collecting information. The authors are also quick to note that this is one of the most difficult steps in the research process.

2.2.1 Interviews

Interviews are a common qualitative self-report technique and its usefulness lies in the fact that a great amount of information can be ascertained just by questioning people about it (Polit & Beck, 2006). The next section will attempt to discuss the different types of interviews identified in the studies selected that whether they were suitable in collecting the required data.

2.2.1.1 Semi-Structured Interviews

Among the twenty seven articles under examination, sixteen used interviews as a significant data collection method. Ten studies involved the use of semi-structured in-depth interviews, two studies involved open interviews and four studies used interviews in addition to other research methodologies. Polit and Beck (2006) note that semi-structured interviews involve the use of a written topic guide to cover all areas of the research problem. Among the nine studies that used semi-structured interviews to elicit information, only one study explicitly mentions the use of an interview guide (Holley & Taylor, 2009) and only one study details the questions asked as an attached appendix (Child & Langford, 2011), the remaining seven articles only give a brief description of the type of questions that were asked in the interviews(Adams 2009; Arielli 2007; Higginson 2006;

Ironside 2005; Nickerson & Resick 2010; O' Connor & Hyde 2005; Shapira-Lishchinsky 2010; Xiao 2006). Kvale and Brinkmann (2009, p. 131) argue that an “interview question can be evaluated in respect to both a thematic and a dynamic dimension” and a look at Child and Langford’s (2011) questions to dyslexic nursing students regarding their learning experiences reveal that both aspects have been adequately adhered to.

2.2.1.2 Non-Structured Interviews

Ironside (2003) conducted a pilot study and another full study in the same year in which she used non-structural interviews to collect information regarding narrative pedagogy and its suitability as a new pedagogy in nursing education similar to Diekelmann who used the same approach two years earlier (2001). According to Polit and Beck (2006), non-structured interviews are used when the authors do not have a preconceived view of the research problem. Only two years earlier Diekelmann (2001) had first reported on narrative pedagogy after a 12 year study and hence it is suitable that both should use a non-structured interview to elicit information regarding this innovative teaching approach.

2.2.1.3 Focus Group Interviews

Two studies used the focus group methodology to collect required data, Shudifat, Hayajneh and Mahadeen (2009) and Lekalakala-Mokgele (2006) while the third study, by Morris and Turnbull (2004) involved the use of focus groups with observations. The choice of using focus groups was appropriate in all three studies as the participants were from Jordan and South Africa in the first two studies and were student nurses from UK in the third study in accordance with Thomas (2008). Thomas also reports on the use of control and break characteristics in designing focus groups but this is not clearly reported in the first and the second article. There are a number of failings in reporting on the design of both the studies, such as, it is not clear if the instruments used open-ended questions as it is not included in the appendices and there is no mention of coding of data or data source triangulation. Also, the authors reviewed the data and thematically analyzed it but failed to mention whether the study was ethically approved and whether confidentiality of information was maintained. Morris and Turnbull (2004) on the other hand, in their study among nursing students, on their opinion of being used as student teachers report the study population as being 240. This, though appropriate for observations, is nevertheless too large for focus groups and no details on how this was managed have been mentioned.

2.2.1.4 Interviews in Other Cultures

Birks (2007) ascertains that there are three factors influencing the qualitative interview process while interviewing in other cultures – the researcher specific factors, the participant specific factors and the context specific factors. Arieli, a social anthropologist, conducting a study in the north of Israel, on Arab practical nurses’ opinion of the need for an upgrade in their education describes in detail the socio-economic cultural factors prevalent in society, thereby satisfying the “knowledge of culture and environment” component as stressed by Birks as an important researcher specific factor (p. 151). This is particularly helpful in understanding the results of the study which reported that nurse’s negative attitude towards the conversion course was not related as much to education in general as to their material conditions in particular. Concerning participant specific factors, Birks (2007) mentions that level of anxiety, English proficiency and desire to please are some influencing factors and it is not clear whether these factors were taken into consideration when Arieli conducted her in-depth individual interview among eleven nurses. It would have been more appropriate to have conducted focus group interviews in accordance with Thomas’ (2008) argument that focus groups were a culturally more suitable methodology in the Arabian Gulf. Concerning context specific factors, Arieli fails to mention where the interviews were conducted but reports that ethical consents were sought and obtained from the nursing school management and individual nurses.

2.2.2 Ethnographic Observation

Only one article, “Using student nurses as teachers in inquiry -based learning”, by Morris and Turnbull (2004) report on observations of “parallel resource sessions” involving sessions led by teachers followed by feedback from these students to their peer group. The aim of the study was “to explore the viability of using student nurses as teachers in an inquiry-based nursing curriculum and to ascertain the value students place on this teaching and learning method” (p. 136). Data was collected by compiling field notes during observations and focus groups interviews. In their limitations, the authors have admitted that their participation in the observational setting might have altered participant responses during the interview session but no mention of the observer’s paradox during observations has been made and it is not clear what role the researchers played in the observation process – immersion in the setting or complete separation (Polit & Beck, 1985).

The authors have also failed to report on quotations of field notes taken during observations. Polit and Beck (1985), have categorized field notes according to their purpose as descriptive, reflective, theoretic, methodological or personal. Except for one mention in their findings where the authors observed that student note taking was greatly reduced in student led feedback sessions signifying the low perceived values of the student led sessions, they have not provided any examples or even identified which type of observation was involved to evaluate the nature of the field notes. The results revealed that students were not ready to be teachers, (Morris & Turnbull, 2004, p. 142) and the authors have recommended that “nurse educators must explore other

options for innovative approaches in nursing education.”

2.2.3 Narrative Analysis

Six articles among those selected have used some form of narrative analysis to obtain their data. Idczak (2007) analyzed thirty seven electronic journal entries hermeneutically to interpret what being a nurse meant to nursing students. In contrast, Callister et al. (2009), Grealish and Ranse (2009), Neuman et al. (2009), Raftery et al. (2010) and Yearwood and Riley (2010), have all analyzed traditional student reflective journals after the completion of a clinical or theoretical learning component. According to Riessman (1993), in narrative analysis, it is often the validity of the analysis that is taken into question and in response he suggests four criteria for assessing validation: - persuasiveness, correspondence, coherence and pragmatic use.

Persuasiveness is apparent in all of the articles in that they have reported excerpts of the narratives in congruence with their findings. Riessman suggests using the criteria of Correspondence by taking the analysis back to the participants and checking for interpretative correctness. Only one study mentions that member checks were done to ensure that the data collected reflected student perspectives accurately (Callister et al. 2009). Other studies mention discussing the results with the other members of the research team (Yearwood & Riley, 2010) and reading and re-reading by two researchers independently and the results compared (Grealish & Ranse, 2009). The local Coherence criterion for validating narrative analysis as discussed by Agar and Hobb in 1982 (cited in Riessman 1993) is adhered to in only one study where the authors highlighted that “ the researchers were tuned to notice what emotions the students expressed”(Grealish & Ranse, 2009,p. 83).

2.3 Sampling

According to Polit and Beck (2006, p. 273), “sample size is usually determined based on informational needs” and in qualitative studies, the sample size is approximately 10 or till data saturation occurs. Of the twenty seven articles examined only ten studies met the above criteria of a sample size of approximately 10 while the remaining studies all had very large sample sizes. Whether this was for an initial conversation or whether the researchers went back to identify key informants for the study is not clearly mentioned in any of the remaining seventeen studies perused.

3. Discussion

Innovative nursing curriculums have come a long way from the National League of Nursing (NLN) position statement in 2001. Qualitative research designs and methodologies have greatly contributed in broadening our current awareness of feasible curriculum models by taking into consideration faculty and student experiences and feedback. A selection of twenty seven articles was reasonably sufficient in critically reviewing and arriving at a satisfactory conclusion of what would work and what would not in qualitatively researching nursing curriculum models.

Among the research methodologies examined, phenomenology in its descriptive form has been extensively used. This was noted as appropriate as the experiences of the students and teachers undergoing the curriculum were a key purpose in the research process. A select few researchers used interpretive phenomenology as their goal was to contextually in-depth attempt to understand the phenomenon. The second common design seen was grounded theory and this was appropriate as the phenomenon of innovative nursing curriculum being in its infancy, nurse researchers were interested in generating theory related to the phenomenon of interest. Critical-Feminist theory and Case study designs were not commonly selected and this can be explained by the fact that both designs were relatively new and researchers employing these designs were faced by the paucity of quality indicators for these designs.

Of the research methodologies scrutinized, semi-structured interviews emerged as the most commonly used data collection tool. This can be explained by the fact that most interviewees were nursing students and an interview guide would be helpful in directing the course of the interview. The use of an interview guide would also benefit the researcher in ensuring that all areas to be interviewed were covered and that the thematic and dynamic dimensions were adequately satisfied. Non-structured interviews were used where the research problem was fairly new and the researcher did not have prior knowledge of the areas under inquiry. Focus groups interviews were identified as the date collection methodology of choice in studies done among students and in cultures where individual interviews could be viewed as intimidating and where it was culturally appropriate to voice opinions within the familiar boundaries of the group like the Arab culture (Thomas, 2008). Hence a sincere effect into the predominant culture of the participant community is a mandatory prerequisite, prior to conducting research and selecting the appropriate data collection tool (Birks, 2007).

One study used ethnographic observations of the classroom situation to determine the suitability of the curriculum design but the findings required triangulation with other data collection methods like student self-reflection for validation. Narrative analysis was also found to be extensively used and this in addition to the other methodologies was found to be a valuable source of information. The sample size in qualitative research is very small and thought not clearly evident in most of the studies selected, is important for in-depth collection of information and analysis.

4. Conclusion

The above report reveals that qualitative research studies have contributed to a great extend to our understanding of innovative nursing curriculum designs. The available literature is vast but there are still a lot of knowledge gaps in the field. Future researches in the field will need to address innovative teaching strategies in, for example, the area of critical care nursing or oncology nursing. Further researches are required on the impact of innovative strategies on international students who have been previously exposed to the traditional curriculum models. And last, but not the least, there is an acute need for nursing education and nursing curriculum studies from the Arab world in particular and it is sincerely hoped that this would be soon addressed towards the growth of the nursing profession in the region.

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Table 1: Studies On Innovative Nursing Curriculum Models Using Qualitative Research Designs

| Year | Author | Location | Title of the study | Research Design | Methods |
|------|-------------------------------|-----------------|---|---|--|
| 2001 | Dieklem-ann | Wiscon-sin, USA | Narrative pedagogy: Heideggerian hermeneutical analysis of lived experiences of students, teachers and clinicians | Heideggerian hermeneutical analysis | Non-structured audiotaped interviews |
| 2003 | Ironside | United States | Trying something new: Implementing & evaluating narrative pedagogy using a multi method approach | Qualitative & quantitative | Questionnaires Non-structured interviews |
| 2003 | Ironside | USA | New pedagogies for teaching thinking | Heideggerian Hermeneutics | Unstructured interviews |
| 2003 | Solomon, Guenter & Salvatori | Canada | Integration of persons with HIV in a problem-based tutorial | Qualitative | Semi-structured Interviews |
| 2004 | Mikol | Wiscons-in, USA | Teaching without Lecturing: Critical pedagogy as communicative dialogue | Critical-Feminist Interpretation | Auto ethnography |
| 2004 | Morris & Turnbull | UK | Using student nurses as teachers in inquiry-based learning | Exploratory Qualitative | Observations Focus Groups |
| 2005 | O' Connor & Hyde | Ireland | Teaching reflection to nursing students | Grounded theory | Intensive Interviews |
| 2005 | Ironside | United States | Using narrative pedagogy: learning & practicing interpretive thinking | Heideggerian hermeneutic | In-depth Interviews |
| 2006 | Xiao | China | Nurse educator's perceived challenges in mandatory continuing nursing education | Gadamer's hermeneutics | In-depth interactive dialogues |
| 2006 | Higginson | UK | Fears, worries & experiences of first-year pre-registration nursing students: a qualitative study | Grounded theory | In-depth interviews |
| 2006 | Lekalakala - Mokgele | South Africa | Facilitation as a teaching strategy | Qualitative explorative, descriptive | Focus group interviews |
| 2007 | Idczak | Ohio, USA | Nursing students learn the art & science of nursing | Hermeneutic phenomenology | Electronic journals |
| 2007 | Arieli | Israel | The academization of nursing: implications for Arab enrolled nurses in Israel | Qualitative Ethnographic | Semi-structured In-depth interviews |
| 2009 | Grealish & Ranse | UK | An exploratory study of first year nursing students' learning in the clinical workplace | Exploratory qualitative | Written student narrative analysis |
| 2009 | Ekebergh | Swedon | Developing a didactic method that emphasizes life world as a basis for learning | Husserl's phenomenology; Theory of Life world | Individual & Group interviews |
| 2009 | Shudifat, Hayajneh & Mahadeen | Jordan | The effect of international courses on nursing practice at Jordanian hospitals | Descriptive qualitative | Focus groups |
| 2009 | Neuman et. al | UK | What does an innovative teaching assignment strategy mean to nursing students | Exploratory qualitative | Group discussions Written narrative accounts |
| 2009 | Holly & Taylor | United States | Undergraduate student socialization and Learning in an online professional curriculum | Qualitative case study | Semi-structured individual interviews & document analysis |
| 2009 | Adams | UK | Evaluating the impact of a cardiac module for post-reg. students | Qualitative descriptive | Semi-structured interviews |
| 2009 | Callister et. al. | USA | Ethical reasoning in nursing students | Descriptive qualitative | Reflective clinical journals |
| 2010 | Raftery et. al. | Ireland | Problem-based learning in children's nursing | Qualitative | Reflective journals & group meetings |
| 2010 | Yearwood & Riley | USA | Curriculum infusion to promote nursing student well-being | Qualitative descriptive | Student reflection papers, photo-essays, narrative course evaluation |
| 2010 | Nickerson& Resick | United States | Comparing student role perceptions: Traditional to community-based curriculum | Descriptive, interpretive phenomenological | Open-ended interviews & demographic data forms |
| 2010 | Ritchie, Evans & Matthews | Canada | Nursing students and clinical instructors' perception on the implementation of best practice guide | Exploratory | Semi-structured interviews |
| 2010 | Shapira-Li shchinsky | Israel | Ethical dilemmas in teaching & nursing | Qualitative descriptive | In-depth interviews |
| 2011 | Langford | UK | Exploring the learning experiences of nursing students with dyslexia | Phenomenol-ogical lifeworld | In-depth interviews |
| 2011 | Klein & Riordan | United States | Experiential professional development in expeditionary learning schools | Qualitative Case study | Interviews, Site visits; Documents & artifacts |